

**UNIVERSITY OF NEW ORLEANS
COUNSELOR EDUCATION PROGRAM**

**PROGRAM EVALUATION REPORT
MAY 2018**

PROGRAM EVALUATIONS: MAY 2018

The University of New Orleans (UNO) Counselor Education Program conducts systematic evaluations of its programmatic efforts by surveying internship site supervisors, graduate alumni, and employers of master's and doctoral graduates. The results of these latest evaluations conducted in May 2018 are presented in this report. The report is made available to all program stakeholders and the public on the Counselor Education Program homepage: <http://www.uno.edu/coehd/educational-leadership-counseling-foundations/counseling-graduate-programs/>

SITE SUPERVISOR EVALUATIONS

Internship site supervisors are regularly invited to evaluate how well they believe the UNO counseling program prepares the interns they supervised for the counseling profession. Site supervisors' program evaluations are conducted at the end of every semester through a site supervisor program evaluation survey. A total of 34 site supervisors completed the program evaluation survey during the last four academic years 2014–2015, 2015–2016, 2016–2017, 2017–2018. The results are summarized below.

Supervision Site: 26 Clinical Mental Health Counseling, 8 School Counseling

Supervisors rated how well the UNO counseling program prepared the intern for experience in the following areas, using a 5-point Likert scale, where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable. The supervisors' ratings ranged from very good to outstanding in most areas.

Table 1: Site Supervisors (AYs 2014-2015, 2015-2016, 2016-2017, 2017-2018)

| Preparation for the Counseling Profession | | |
|--|----|--------------|
| | N | Mean Ratings |
| Content Areas | 34 | 4.23 |
| 1. Multicultural competency | 34 | 4.24 |
| 2. Counseling theories | 34 | 4.47 |
| 3. Counseling techniques | 34 | 4.47 |
| 4. Counseling interventions | 34 | 4.41 |
| 5. Group work | 34 | 4.24 |
| 6. Diagnosis and treatment planning | 34 | 3.94 |
| 7. Crisis intervention | 34 | 4.03 |
| a. Suicide assessment | 34 | 3.94 |
| b. Domestic violence | 34 | 3.83 |
| c. Mandated reporting | 34 | 4.06 |
| 8. Research | 34 | 4.15 |
| 9. Ethics | 34 | 4.64 |
| 10. Practicum | 34 | 4.38 |

| | | |
|---|----|-------------|
| Professional Identity | 34 | 4.54 |
| 11. Ability to work with others | 34 | 4.65 |
| 12. Timeliness | 34 | 4.50 |
| 13. Ability to complete paperwork | 34 | 4.50 |
| 14. Ability to follow policy | 34 | 4.55 |
| 15. Continuing education (trainings, conferences, etc.) | 34 | 4.50 |

Supervisors rated different aspect of the internship experience, in terms of how well they felt each aspect prepared the student for the counseling profession.

Table 2: Site Supervisors (AYs 2014-2015, 2015-2016, 2016-2017, 2017-2018)

| Preparation for the Counseling Profession | | |
|--|----|--------------|
| | N | Mean Ratings |
| Internship Aspects | 34 | 4.35 |
| 16. Application process | 34 | 4.40 |
| 17. Doctoral level university supervisor | 34 | 4.14 |
| 18. Evaluation process | 34 | 4.15 |
| 19. Weekly on-site supervision | 34 | 4.50 |
| 20. On-site group supervision | 34 | 4.32 |
| 21. University group supervision | 34 | 4.25 |
| 22. Internship orientation | 34 | 4.24 |

Strengths of the program included students are well-prepared; emphasis on professionalism, ethics, and multicultural issues; the high standards of the program; site visits by the university individual supervisor, and supervision by doctoral students.

Weaknesses or limitations of the program included rigorous requirements about weekly taping of counseling sessions; interns cannot be at the internship site during the semester breaks; inconsistent communication with program representatives, and not enough emphasis on treatment planning.

ALUMNI EVALUATIONS

Master's and doctoral alumni program evaluations are carried out every other year. In May 2018, program graduates who completed their master's or doctoral degree in the last four years, were invited to evaluate their entire program experience. A total of 31 master's program graduates and eight (8) doctoral program graduates completed the program evaluation survey in 2018. Results are summarized below.

MASTER'S PROGRAM

Program Emphasis: 23 Clinical Mental Health Counseling, 8 School Counseling

Program experiences were rated on a five-point Likert scale, where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable.

Table 3: Master's Degree Graduates (Survey Date: May 2018)**Contribution to Successful Professional Experiences**

| | N | Mean Ratings |
|---|----|--------------|
| <i>Program Aspects</i> | 31 | 3.98 |
| 1. Core courses in the program | 31 | 4.19 |
| 2. Foundational courses | 31 | 4.23 |
| 3. Electives | 31 | 3.68 |
| 4. Individual supervision experience | 31 | 4.06 |
| 5. Group supervision experience | 31 | 3.74 |
| 6. Field experiences: Practicum | 31 | 4.03 |
| 7. Field experiences: Internship | 31 | 4.16 |
| 8. Summer course offerings | 31 | 3.57 |
| 9. Big Easy seminars | 31 | 4.14 |
| <i>Instruction</i> | 31 | 4.03 |
| 10. Instruction Quality – Regular faculty | 31 | 4.29 |
| 11. Instruction Quality – Adjunct faculty | 31 | 3.64 |
| 12. Clarity of content of courses | 31 | 4.03 |
| 13. Fairness of grading | 31 | 4.06 |
| 14. Quality of textbooks used | 31 | 4.00 |
| 15. Fairness of comprehensive exam | 31 | 4.10 |
| <i>Academic Support</i> | 31 | 3.75 |
| 16. Helpfulness of advisor | 31 | 3.67 |
| 17. Availability of advisor | 31 | 3.63 |
| 18. Admissions process | 31 | 3.97 |
| 19. Scheduling of courses | 31 | 3.77 |
| <i>Overall Program</i> | 31 | 4.16 |

Master's graduates were asked to rate specific courses in terms of their value or contribution to preparing the graduate for the profession:

Table 4: Master's Degree Graduates (Survey Date: May 2018)**Contribution to Successful Professional Experiences**

| | N | Mean Ratings |
|--|----|--------------|
| <i>Core Courses</i> | 31 | 3.94 |
| 20. Career development and life planning | 31 | 3.61 |
| 21. Theories of counseling | 31 | 4.23 |
| 22. Counseling techniques | 31 | 4.39 |
| 23. Lifespan human growth and development | 31 | 4.13 |
| 24. Advanced counseling techniques | 31 | 4.34 |
| 25. Group work | 31 | 4.03 |
| 26. Introduction to multicultural counseling | 31 | 3.68 |
| 27. Diagnosis & treatment planning in counseling | 31 | 3.77 |
| 28. Analysis of the individual | 31 | 3.65 |

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|--|-----------|-------------|
| 29. Crisis intervention counseling | 31 | 3.81 |
| 30. Educational research | 31 | 3.42 |
| 31. Introduction to supervision in counseling | 31 | 3.45 |
| 32. Ethical and professional issues in counselor education | 31 | 4.13 |
| 33. Practicum in counseling | 31 | 4.19 |
| 34. Internship in counseling | 31 | 4.29 |
| <i>School Counseling Emphasis</i> | 8 | 3.86 |
| 35. School counseling | 8 | 3.57 |
| 36. Counseling children and adolescents | 8 | 4.00 |
| <i>Clinical Mental Health Counseling Emphasis</i> | 23 | 3.93 |
| 37. Clinical mental health counseling | 23 | 3.96 |
| 38. Family counseling | 23 | 3.70 |

Strengths of the program included high quality instruction, supportive and experienced instructors, a strong focus on ethical practice and multicultural issues, and a sound preparation for successful professional practice.

Weaknesses or limitations included inconsistent scheduling of courses and core courses not offered frequently enough, and the quality of instruction by some adjunct faculty.

DOCTORAL PROGRAM

Eight (8) doctoral graduates completed the program evaluation survey. Program experiences were rated on a five-point Likert scale, where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable.

Table 5: Doctoral Degree Graduates (Survey Date: May 2018)

Contribution to Successful Professional Experiences

| | N | Mean Ratings |
|---|----------|--------------|
| <i>Program Aspects</i> | 8 | 4.20 |
| 1. Core courses in the program | 8 | 4.00 |
| 2. Research sequence | 8 | 4.00 |
| 3. Electives | 8 | 4.25 |
| 4. Individual supervision experience | 8 | 4.00 |
| 5. Group supervision experience | 8 | 4.14 |
| 6. Field experiences: Practicum | 8 | 4.14 |
| 7. Field experiences: Internship | 8 | 4.29 |
| 8. Summer course offerings | 8 | 4.50 |
| 9. Big Easy seminars | 8 | 4.80 |
| <i>Instruction</i> | 8 | 3.90 |
| 10. Instruction Quality – Regular faculty | 8 | 4.13 |
| 11. Instruction Quality – Adjunct faculty | 8 | 3.71 |
| 12. Clarity of content of courses | 8 | 4.00 |
| 13. Fairness of grading | 8 | 4.00 |

| | | |
|-------------------------------|---|-------------|
| 14. Quality of textbooks used | 8 | 3.68 |
| 15. Fairness of general exam | 8 | 4.00 |
| Academic Support | 8 | 4.34 |
| 16. Helpfulness of advisor | 8 | 4.38 |
| 17. Availability of advisor | 8 | 4.38 |
| 18. Admissions process | 8 | 4.13 |
| 19. Scheduling of courses | 8 | 4.50 |
| Overall Program | 8 | 4.00 |

Specific courses were rated in terms of their value or contribution to preparing the graduate for the profession:

Table 6: Doctoral Degree Graduates (Survey Date: May 2018)

Contribution to Successful Professional Experiences

| | N | Mean Ratings |
|--|---|--------------|
| Core Courses | 8 | 4.30 |
| 20. Advanced counseling theories | 8 | 4.43 |
| 21. Supervised experience in group work | 8 | 3.88 |
| 22. Doctoral teaching practicum | 8 | 4.75 |
| 23. Advanced multicultural counseling | 8 | 4.40 |
| 24. Advanced counseling interventions | 8 | 4.33 |
| 25. Practicum in counseling | 8 | 4.17 |
| 26. Internship in counselor education | 8 | 4.17 |
| 27. Advanced supervision in counseling | 8 | 4.00 |
| 28. Research seminar in counselor education | 8 | 4.33 |
| 29. Advanced ethical, legal, & professional issues | 8 | 5.00 |
| 30. Dissertation research | 8 | 4.43 |
| Research Tools | 8 | 3.99 |
| 31. Qualitative and quantitative research designs | 8 | 4.13 |
| 32. Descriptive statistics and inferential hypothesis testing | 8 | 4.14 |
| 33. Introduction to qualitative research methods | 8 | 4.00 |
| 34. Applied regression and analysis of covariate | 8 | 4.00 |
| 35. Qualitative research data analysis | 8 | 4.00 |
| 36. Multivariate statistical and covariance structure analysis | 8 | 4.00 |
| 37. Qualitative research design and writing | 8 | 3.86 |
| 38. Dissertation guidance (major professor) | 8 | 4.75 |
| 39. Dissertation committee assistance | 8 | 4.17 |

Strengths of the program included supportive and experienced program faculty and small classes.

Limitations of the program and suggestions for improvement included better funding, additional faculty, and increased facilities.

EMPLOYER EVALUATIONS

Master’s program graduates are employed in various school and clinical mental health settings. For the May 2018 program evaluation, six (6) employers of master’s graduates were invited to evaluate the program, however only two (2) employers completed the program evaluation survey. Both employers operated in an addictions mental health facility. The graduates had been employed at their current sites for 1–4 years. The employers rated the UNO counseling program’s preparation of the employee as “very good” to “outstanding”, except for research and program evaluation which was rated as “good”. Mean scores on the items were:

Table 7: Employers – Master’s Degree Graduates (Survey Date: May 2018)

| Graduate’s Competence | | N | Mean Ratings |
|-----------------------|--|---|--------------|
| 1. | Skills in counseling individuals and groups | 2 | 4.00 |
| 2. | Multicultural competency | 2 | 4.00 |
| 3. | Ethical practice and professionalism | 2 | 4.00 |
| 4. | Research and program evaluation | 2 | 3.00 |
| 5. | Ability to work with others | 2 | 4.50 |
| 6. | Ability to follow policy | 2 | 4.50 |
| 7. | Ability to accept and implement supervision/feedback | 2 | 5.00 |
| 8. | Commitment to continuing professional growth | 2 | 4.00 |

Strengths of the program included the graduates’ counseling skills, professionalism and ethical foundations, and openness to feedback.

Weaknesses or limitations and suggestions for improvement included offering more support to students to transition from academia to real life, more emphasis on case management, more contact with program faculty, and more opportunities to discuss possibilities for internship.

Doctoral program graduates are employed in various settings, including colleges or universities (3), community agencies (1), and hospitals (1). Five (5) employers of doctoral program graduates completed the program evaluation. The graduates had been employed at their current sites for 1–4 years. The employers’ ratings of the UNO counseling program’s preparation of the employee ranged from “good” to “very good.” Mean scores on the items were:

Table 8: Employers – Doctoral Degree Graduates (Survey Date: May 2018)

| Graduate's Competence | | |
|---|---|--------------|
| | N | Mean Ratings |
| 1. Teaching | 5 | 4.20 |
| 2. Supervision | 5 | 3.80 |
| 3. Leadership | 5 | 3.40 |
| 4. Research | 5 | 3.80 |
| 5. Counseling practice | 5 | 4.00 |
| 6. Ability to work with others | 5 | 4.00 |
| 7. Professionalism and ethics | 5 | 3.80 |
| 8. Commitment to continuing professional growth | 5 | 4.40 |

Strengths of the program included high standards of training and motivated students.

Weaknesses or limitations and suggestions for improvement included building program faculty capacity, more course offerings, and more involvement by program faculty in professional organizations.